

Integrated Education and Education Recap
November 28, 2016
Maine Department of Education

Slide 1

Hi, this is Gail Senese of the Maine Department of Education Office of Adult Education. Welcome to our Integrated Education and Training webinar, or as we affectionately call it IET. Abby Manahan is also with us today and she will be moderating the chat box. If you are unable to hear or experience a technical problem, please note it in the chat. The powerpoint and script will be posted on the state adult education website and in the IET Schoology group. I will be working from a script and reading the major points on the slides for accessibility purposes. To ensure that any questions and answers are all captured, they will be answered at the end.

Slide 2

The context of this Integrated Education and Training is the Career Pathways Plan Component #5: Workforce Preparation Activities and Integrated Education and Training (IET). The information being shared is also relevant for the AEFLA competition.

I've been on enough webinars to know that it won't be long before people start working on email. So I want to make sure I provide this important information right up front.

Notice the wording on this excerpt from the Career Pathways Plan.

B) Describe current efforts for IET program development that through a service approach provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster...

Describe the existing IET programming and/or the development plans...

(C) Describe the plan for implementing Integrated Education and Training activities

Slide 3

Component #5 addresses workforce preparation activities. Programs have been offering workforce preparation, both employability and job skills for a long time.

And now, with IET, review the 3 great truths.

1. All local programs may not be able to offer to offer IET.
2. Not all learners are prepared to participate in IET.
3. Programs can prepare learners to participate in an IET.

Truth #1 To address IET program development, a local provider, after reviewing the local workforce board priorities, reviewing data regarding employer needs in the area, and after holding conversations with employers about workforce development needs, may determine that an IET program cannot be developed at this time. That type of research would be recorded in Component 5 under Current Activities for IET program. That is what is expected in addressing the language in the CP Plan regarding “Describe the existing IET programming **and/or** the development plans”.

Other local providers, where their research shows that IET can be developed and implemented, will explain in this section how that is or will be done.

Truth #2 – Not all learners have the foundational skills needed to participate in an integrated and education training program.

On to the 3rd truth, local adult education providers can prepare learners for an IET. Local research may determine that there are classes or activities a local program can provide that will PREPARE learners for participation in an IET that the local program may be offering at a later date, or for an IET being developed and offered by a partnering adult education agency or postsecondary provider.

The role of your program may be in the development and offering of workforce preparation, employability, literacy, and sector workforce skills that are part of the learner’s pathway to an IET or directly to employment.

It is in the best interest of all local providers to give careful consideration to moving forward to implement IET. IET programs are important means of showing the workforce system, postsecondary institutions and employers that local adult

education providers are valuable partners in the education and training of future and incumbent workers.

Whether a local program decides to offer integrated education and training programs now or in the future, there are guidelines that must be met in the determination of whether or not the program meets the definition of IET. A local provider needs to know the IET elements in consideration of whether or not it is possible for that local provider to offer IET.

Slide 4

Sometimes waiting really pays off. In earlier conversations I said that I was waiting to prepare for this IET webinar until after attending the National Training Institute in Chicago last week. This time waiting was the right choice for me and ultimately, for you. As you can see, I am going to share the presentation we received from Chris Coro of the Office of Career Technical and Adult Education in the US Department of Education.

I hope that for most of you, this information will sound very familiar. But repetition is a wonderful way to learn and I find it encouraging when I can start to say, yes, I know that, I understand it.

Slide 5

The goals of the remainder of this presentation. READ.

Slide 6

Here's our first quiz. Which of the following are required components of an IET?

Answer: IET includes all of these activities. The adult education and literacy activities need to be provided concurrently and contextually with workforce preparation and workforce training for a specific occupation (or occupational cluster) and for the purpose of educational and career advancement.

Last week I sent out a reminder of adult education and literacy activities as defined under WIOA. Workforce preparation activities are also defined in the Act. These include activities, programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills,

and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into, and completion of postsecondary education or training or employment.

Slide 7

Quiz #2

Read the possible answers.

Correct answer: 4. ED preamble discussion to the WIOA Rules, on (p. 101) explicitly states that the “IET is part of a career pathways strategy that supports acceleration in accordance with the definition of career pathways....and accordingly the adult education and literacy activities and occupational training should occur simultaneously and not sequentially”

Slide 8

Quiz #3

True.

Slide 9

This slide reminds us that IET is not something that is developed only with an employer in mind. Our focus is on how IET supports the need of a learner and how it is part of a career pathway. The academic and advising components of IET and its use as a tool for a learner to reach their goals must always be at the heart of an IET.

Slide 10

This slide serves as a reminder that career pathways are part of the state plan. The citation from the WIOA Act of Sec. 101(d)(3)(B) is included for your reference.

Slide 11

Data Analysis for determining what type of IET, workforce preparation and workforce skills a local provider should offer is essential.

The in completing the CP Plan Component #5 providers should conduct a data analysis to determine what why an IET is being offered in a particular content area. A local provider would also include an analysis of the data as support for a decision to not offer an IET or what will be offered to prepare a learner to later enter an identified IET offered by a partner.

Useful data may be found in the state plan, local workforce board plan, or at the DOL site.

Slide 12

This slide is a teaser. At the National Training Institute participants were provided a planning template to use as a checklist when developing an IET program. OCTAE will soon be providing us with a completed IET checklist, meaning it will have the answers. As soon as that is received, it will be distributed. However, the checklist is not needed to complete Component #5 of the CP Plan.

Slide 13

Now we're going to discuss the 2 samples that you were provided with. The goal for this exercise is to provide you with the types of questions you can use to determine if an idea you're thinking of, or one that you've read about and might want to replicate actually meets IET criteria. Then you can answer the question of whether it is, or isn't IET.

Slide 14

This slide has the Big Idea questions that should be answered when designing an IET. For our discussion today, you'll want to see evidence that these questions are being answered.

Bullet #1 refers to the list of adult education and literacy activities that were distributed to you.

Bullet #2 refers to data. Is it evident that the IET is addressing a research-based need.

Bullet #3 refers to the analysis of the entry level skills needed for a participant to succeed and how will those skills be gained.

Bullet #4 refers to how a participant who is not ready to enter the IET be able to gain those required skills, rather academic or vocational

Bullet #5 refers to the place of the IET in a participant's career pathway.

We will go through both examples with a paragraph by paragraph big picture analysis to see what the examples address and what might be missing. There are links to both of these examples on the DOE Adult Education website.

New London, Example #1 – Records and Medical Office Receptionist

Paragraph #1 –“Vocational programs align closely with the immediate employment need in the region.” How do we know that is true? The next sentence provides evidence, “The New London Center collaborates directly with the East Connecticut WIB and offers programming that directly relates to employment needs and growth areas.”

IET proposals should contain support documentation for any claims that are made.

Paragraph #2 – This paragraph includes a brief overview of the program. Pluses – Details included regarding a one-week pre-vocational component, length of the technical/vocational part of the program, and a one-week post-vocational class. The 130 course is taught by adult education instructors in collaboration with content experts.

Questions that might be asked – Was the length of the program determined by the content experts as being adequate? Are there academic or job skills admission requirements, and if so, what are they? How are basic skills needs identified and addressed during the program?

Paragraph #3- This paragraph provides rather complete information on the post-vocational activities including preparation for the certification test and completing job applications as well as career advisement.

Paragraph #4 – This paragraph makes it clear that some kind of assessment must have been done on learners to know that they are typically at intermediate and above educational levels and include a mixture of English speakers and second language learners. It would make things clearer if this information had been included in, or nearer paragraph one to give a picture of the participants and also provide information on how they were assessed to determine educational levels.

Are additional English supports built in for English language learners as part of the program design? A list of available supportive services is available. Would be helpful to know who provides or pays for those services. A plus of the program is its proximity to employers.

Paragraph #5 – This paragraph does include some limited information on the partners and their contributions to the program. Were MOUs developed?

Overall summary - There is some really good information in this example, but not enough of the whole picture – crumbs, but not the whole cookie. A major point this example lacks is any mention of the content standards identified and being addressed.

Example #2. Dental Office Aids ICAPS Program

Paragraph #1 – This paragraph provides a brief introduction to the ICAPS program and how it integrates basic skills with a workforce certification program. However, there is no mention of what type of research is conducted to identify available employment opportunities No content standards are identified around which the programs are built.

Paragraph #2 – While there is a more specific outline of the courses in the Dental Aide program, there isn't a whole picture of what the program looks like. There isn't any information on the hours of instruction for each course on course rigor. What educational levels are needed for acceptance? What type of collaboration has taken place with employers to know that this program contains the right type of instruction for their needs? Are employers hiring students who graduate with the Basic Vocational Specialists Certificate – Dental Office Aide? What specific occupation is that?

Paragraph #3 – This paragraph contains information on the structure of the courses. It states that adult education and literacy is provided contextually to support the occupational content skills and knowledge, but lacks details on how much integration there is. There should be evidence of the degree to which the academics and content skills are contextualized. There is mention of workforce preparation activities but no explanation of how these activities are contextualized to the Dental Office Aide work environment.

Paragraph #4 – There is information regarding a dental occupations cluster. There is a lack of information regarding a pathway from this certificate to others in the

cluster. Also lacks any information regarding vocational assessments to help a learner determine their interest in the dental office aide occupation or others in this career cluster.

Overall Summary – This example does not include enough information regarding the role of the employer in the program development, interaction with workforce boards, expertise of instructors in the job skills areas, value of this credential in the market place, availability of employment, initial assessments or post-instruction assessments to determine basic skills gains. This example raises more questions than it answers.

Slide 15

Final Exam - True. Remember Slide #3.

1. All programs may not be able to offer IET
2. **Not all learners will be able to participate in an IET**
3. **Programs can prepare learners to participate in an IET**

End.